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ABSTRACT

In March 1968, the Associated Organization for Teacher Education (AOTE) authorized a task force to study educational personnel for the urban schools. This report grows out of the task force examination of the use of paraprofessional personnel, in concept and operational terms. The report has been divided into three areas: a) educational manpower, b) differentiated staffing, and c) AOTE's role. The first section concerns the need for an educational transformation having a new clarity of educational objectives and a different organization of manpower to achieve the goals of a human community with work skills and cooperative living. Part II deals with the concept of new roles in the learning-teaching process, some models of the concept, and some considerations extracted from a broad base of experiences which are relative to the process of model research and development. The final section describes the stance and role of AOTE within the limits of its resources. Each section contains references. (MJM)

ED 062307

EDUCATIONAL PERSONNEL FOR URBAN SCHOOLS

What Differentiated Staffing Can Do

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FOREWORD

The Executive Committee of the American Association of Colleges for Teacher Education, with the Coordinating Committee for Collegiate Problems, adopted a joint resolution, in 1957, to establish a voluntary, cooperative association of teacher education organizations; the AACTE membership ratified the proposal. Representatives of seven professional organizations, assembling in 1959, created the Associated Organizations for Teacher Education (AOTE). This body now consists of 17 such organizations.

Created as a cooperative endeavor in formulating analyses of problems having high priority in teacher education, in developing programs of action, and in improving the education of teachers at all levels, AOTE has worked through the years to fulfill major goals of teacher education. Equally important, AOTE has striven to establish a degree of coherence and unity among related teacher educator organizations. Currently these member organizations, which represent varied compatible interests in teacher education, seek the resolution of common problems and the attainment of common goals through collective action. The Teacher Education and Media Project (TEAM) is but one example of an idea conceived by AOTE's Advisory Council and developed by constituent member organizations through AACTE.

More recently, work of the Advisory Council has been done by task forces. One group has focused on the development and use of guidelines from the professional disciplines or subject matter areas as a supplement to new standards of the National Council for the Accreditation of Teacher Education (NCATE). The interest of AOTE in the new NCATE standards is one of strengthening the relationship of professional associations to institutions preparing teachers through the accreditation process. Another AOTE task force has worked for greater cooperation between industrialists and educators in developing and using educational technology.

The rationale behind AOTE's Task Force on Inner-City Educational Personnel, which prepared this report, is based on the consensus that education is the main order of business in rebuilding American cities. Paraprofessionals, the task force members felt, need to be viewed as essential parts of a new kind of school-learning team for inner-city schools. To inquire into the role of such personnel, AOTE's Advisory Council—meeting in Babson Park, Fla. on March 13 to 15, 1968—adopted a resolution authorizing a task force to study educational personnel for the urban schools. Since that time the task force has examined the use of paraprofessionals—in concept and in operational terms—out of which has grown this report.

Mark Smith
Secretary for AOTE, and
AACTE Associate Director

December 1971

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Part I

EDUCATIONAL MANPOWER

In times of crisis, panaceas are sore temptations. When there are no known viable solutions to problems, we are tempted to buy promises. Yet there is something about the innovative lure that makes us anxious, too; the field of education is no exception. While many of us like to see ourselves as logical intellectuals, we are not always fully rational in times of perceived crisis—or even of perceived calm. Who is surprised, then, to observe a perennial series of crash programs and to note their limited effectiveness? In the realm of applied educational research, who is surprised to learn, as reported by John Goodlad and others in their report *Behind the Classroom Door*,[1] that teachers are not even systematically coming to grips with the problems they themselves identify as being of foremost significance? What is wrong?

America is saying to the teaching profession, to the schools, and to the higher education institutions that the educational delivery system is *not delivering*. The nation is less concerned with methods of performance than with *results*. Only when the public is convinced that education represents a good investment in building a stronger and better society will it become more generous in its support.

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The popular reception of Charles Silberman's *Crisis in the Classroom*[2] is clear evidence of the national mood. That report, however we may assess it, was constructive in tone, emphasizing (a) that citizens want the schools to do more than improve bookish learning; they want the schools to take a stronger hand in functional education for responsible citizenship, and (b) that, whether the schools transform or only repair their ways of working, the need is clearcut for a renewed spirit and a sharp sense of purpose to guide both the long-range and the day-by-day activities of the schools.

The public mood has been coming across at the polls as the majority of citizens have been voting emphatically against new bond issues and operating levies. Little documentation is needed to establish that American schools are in financial jeopardy, and that the big-city schools are hardest hit. New York, Chicago, Detroit, Cincinnati, Los Angeles, and Philadelphia are frontrunners in the urban crisis.[3] The financial distress is increasingly affecting suburban and rural schools as well. Layoffs of both teachers and paraprofessionals reflect the economic pinch on our society and the relatively low priorities accorded to education by taxpayers who, confronted with inflation, must make hard choices.

We can attribute these public reactions to our economic straits, if we wish, and unquestionably the economic factor does play a significant part. But underneath it all, the citizens of America might be trying to give those of us in the schools and the universities a simple message. And we might be wise to listen.

Repairing and Transforming

Although society exerts pressures generally along the lines of results rather than process, many forces within the schools and colleges spend themselves more on the issues of process and techniques rather than on outcome. We ourselves sometimes become more enamored of our own slogans, clichés, and faddish solutions than with making a collective attack upon fundamental education problems and the more specialized ones of teacher education. The basic question dividing us now in the profession is whether we can and should repair our organizational patterns through a reeducation of conventionally classified personnel or

whether we must devise a transformation of the educational delivery system with new specialties and with a modification of present instructional roles for an extended variety of educational services. Until we resolve this question, how can we assure the best educational use of each dollar entrusted to us by the supporters of the educational system?

Two lines of argument exist in this controversy.

Position I: The stature and security of the classroom teachers must not be threatened by variations of merit pay. The ushering in of subprofessionals to invade teachers' roles or limit their career advancement looms as a menace to the organized interests of the teaching profession. In effect, the argument holds that new staffing patterns should be counteranced which increase the ratio of pupils per classroom teacher, particularly in a time of an increasing oversupply of teachers. Furthermore, the conventional self-contained classroom has stood the test of time while differentiated staffing patterns are untested and of dubious value.

American Federation of Teachers (AFT) President David Selden has expressed the position this way: "The idea of differentiated staffing . . . originated outside the governing bodies of the teaching profession—either NEA or AFT—and it was thrust upon us. . . . We will not support the introduction of ranks into elementary and secondary school teaching . . ."[4]

Position II: It is wasteful to employ professional talent for the performance of so many semiprofessional and subprofessional duties. If dentists find technicians to be valuable aides, and if plumbers can employ helpers to good advantage, why cannot teachers increase their level of professional productivity through the use of auxiliary personnel? Also, it is argued that many teachers lack the background necessary for understanding inner-city schools and the neighborhoods these schools must serve; nonprofessional people from the community could assist teachers and administrators.

Deputy Commissioner Don Davies of the U.S. Office of Education (USOE), while executive secretary of the National Commission on Teacher Education and Professional Standards (NCTEPS), took a clear supportive stance:

> As educators begin to seek ways to make the job of the teacher more manageable through more effective use of staff, there will be a good many growing pains in the selection, training, and assignment of auxiliary personnel. There will be some mistakes and some failures. But there will also be some wise decisions and successes.[5]

That was in 1967, and both the TEPS Commission and the U.S. Office of Education strengthened their positive position,[5] giving the movement new momentum, both in financial and personnel support, during the intervening years.

The issue is joined. If it is resolved primarily in placating any special interest groups, the outcome will be detrimental to American education. If it becomes resolved in the interests of children and youth, the decade of the seventies will be a new landmark for education and for our society itself. The wise choice is not a simple one; the outcome is far from clear. Meanwhile, since the early experiments of the Bay City, Mich. schools in 1953, the number of educational aides had grown, 15 years later, to a conservatively estimated 200,000 in the 1968-69 school year.

The question cannot be ignored. It is being answered by a variety of moves and countermoves by the Bureau of Educational Personnel Development (BEPD), the American Federation of Teachers (AFT), and other professional organizations operating at local, state, and national levels.

Where Does the Minority Citizen Fit In?

Arising separately, but fusing into the differentiated staffing concept (often called career ladder or lattice) are the mounting problems of the minority environment. Overt and subtle evidence of domestic rupture in this country abounds. In a recent vote on whether to increase income taxes in one large city, every precinct on its eastside voted for it and every precinct on the westside voted against it. Was it geography? Racism? Only indirectly. The eastsiders felt they did not get all of their tax money back in terms of welfare, education, and personal services. It also happens there are sharply drawn racial lines as well, so that the economic issue spills over into a sea of racial and ethnic discord.

A 1970 General Electric Company report concluded that whether progress will be made toward a pluralistic open so-

ciety depends largely on the white majority and that the most promising priorities are in the fields of employment, education, and housing.[6]

One of the national efforts to move ahead in this educational sphere is found in the Career Opportunities Program (COP), funded by USOE with varying degrees and kinds of additional sponsorship at local levels. Approximately 133 program sites are now in operation—with two to four sites in each state and the District of Columbia.

Without giving attention in this paper to the educational validity of the COP concept, an observation by Gertrude Noar relates COP to differentiated staffing efforts: "The movement to get teacher aides into the schools is strongly motivated by the need and desire to provide jobs for unemployed people."[7] Progress in the past five years has been slow, but momentum began to pick up in 1971. In Chicago, 150 trainees embarked upon a modified program at Northeastern State College. In Birmingham, 39 trainees had entered into similar academic work at the new University of Alabama in Birmingham. In Charleston, S.C. and in Jacksonville, Fla. recent visits revealed encouraging development. In New York City, arrangements had been completed with the Board of Education, the City University, and the local AFT unit to permit paraprofessionals (teacher aides or auxiliary personnel including COP personnel) to pursue a two-year Associate Arts degree or a baccalaureate degree leading to a teacher's certificate. Of the 11,500 paraprofessionals in New York City, 8,000 were UFT members and approximately 50 percent of them were expected to embark upon some collegiate program.[8]

Herein lies a tale of hope for some and of despair for others. Consider a current "inside story" of one COP group, bearing in mind that its parallel can be found in every region of America. In an urban community with a relatively new state university, 30 teacher aides were selected, ranging in age from 17 to 55 and including three men. Most were high school graduates. Able as these people were in "turning children on," their formal schooling had been deplorable—as is still the case in the schools they attended years ago. Now, through a college course entitled "Sheltered English,"

these adults are learning to read better, to spell, and to construct sentences. While their nonstandard English has done the job of communicating to the children, the aides are now learning teacher's English, *i.e.*, standard English. They have taken the freshmen course in general psychology; the majority failed it on first try and are passing it the second time around. Many of them are functionally competent in applying psychological principles for teaching, but they have yet to learn the right answers to the psychology questions.

The university director anguishes over the morale problem of these people who must get their "C" average in order, eventually, to graduate. She is hopeful, though, that somehow the COP will cause the university faculty to take a fresh look at its own standard teacher education program and modify its clear irrelevancies and inadequacies. But, what are the odds?

Fortunately, in the instance cited, the county school system has guaranteed positions to these paraprofessionals at any point they choose to drop their collegiate program and go to work full-time at their established level. Whatever the university does, the children will have the advantage of the aides' highly valued educational services. *That is the central point.*

As we look at the Career Opportunities Program, we recognize its potential value, both for the participants and for the children and youths who have the benefit of their educational services. No one could argue fairly that COP participants should be placed in schools *unless* they are apt to add a worthwhile contribution. In the words of former HEW Assistant Secretary James Farmer, they should not become "teachers' maids." But, despite the dangers of misuse, carefully selected, trained, and utilized aides can be of immense value in the schools and can, at the same time, gain a new sense of personal and social worth and relatedness to their communities. But the hard question remains: *What can and what will colleges and universities do in order to examine and implement the concept which combines differentiated staffing with adult educational opportunity?* The first steps are the most difficult, and few colleges and universities are willing to take them.

It is the nature of social institutions to lag rather than lead in meeting the needs of the society which they were established to serve. Walter Bagehot referred to this phenomenon as the "cake of custom," and it is the social institutions that bake it. Schools and colleges are not immune to the cultural lag condition. Any establishment tends to seek survival and prosperity along with fulfilling its mission; in tranquil times, the former tends to gain ascendancy over the latter. The establishment tends to become brittle and thus fragile and independent to a large degree of the individuals who constitute it. In times of emergency, for the individual or the organization, the first response is an adjustment mechanism to afford maximum self-protection rather than a cool dispassionate examination of any long-range mission.

Master plans for the schools cannot be drawn easily amid the heat of battle, but tactics can be devised for the execution of some strategy or plan—if done in advance. Today there is no master plan. We have a retrenchment to the traditional mechanism at one extreme, a search for the spectacular solution at the other, and many varieties of earnest coping with current educational dilemmas in the middle. Meanwhile, teacher education programs tend to keep at a safe arm's length any threatening refashioning of basic substance and form. While liberal in what they exhort others to do, teacher educators do not practice their precepts in their own instructional patterns, except in funded pilot program format.

The American university has been too busy with its own problems of firefighting and crisis management in recent years to give much attention to the far-reaching societal problems which give rise to crises. Few curricular or organizational changes have come through the "light of cool reason" on the part of professors, students, and administrators. Changes which have occurred are, in the main, almost reflex responses to external forces—directly or indirectly. But then, *when* are the times to draw up a long-range plan and set intermediate and distant checkpoints?

The graduate level of higher education especially reflects the problem of manpower in a country which is becoming

increasingly concerned about education for social utility. Preparing graduate students, particularly at the doctoral level, has been viewed historically within a research context, even though most doctorates move into careers of college teaching. Now, manpower needs--in terms of first-rate college teaching—are coming to be felt against a long-established prestige hierarchy in the various disciplines known as the "publish or perish" mandate. Students are increasingly vocal in protest against a system which places them at the periphery of higher education rather than at its heart.[9]

From the standpoint of manpower, the greatest need in higher education for the next decade will be of academic personnel to staff the departments of community or junior colleges. Personnel will be needed who have special qualifications for providing educational assistance to students of moderate talent and from backgrounds of limited educational opportunity and achievement. This new area goes neglected while universities continue to generate models of prestigious graduate programs for the sputnik period of a decade ago.

We in teacher education can take little comfort in this manifestation of the cultural lag when we take refuge in rhetoric rather than exemplify the principles we espouse. Where, for example, the concept of differentiated staffing is enthusiastically "taught" in self-contained college classrooms, has an analysis been made of the paraprofessional concept in college teaching? In eulogizing behavioral goals for others, have we enunciated our own in a systematic and viable fashion? Not always.

To what extent are we in higher education doing a reasonable market research analysis of the manpower needs for the professions? Auto manufacturers do not simply surmise how many cars will be purchased by consumers each year; they examine the factors of size, performance, styling, and customer demand. When we in the teacher education enterprise project a demand level of teacher generalists—without reference to improved selection and preparation, versatility, and gradations of specialty—we may unwittingly be reducing the demand for professional services our society would be glad to buy *if it were assured of improved results from*

each educational dollar of investment. This need for analysis of manpower is *the key challenge* for higher education in all of the professions.

There are hopeful signs. A special study commission of the American Association of Colleges for Teacher Education has given recent impetus to what promises to be a new response by that organization as recorded in the report *Crisis in Teacher Education.*[10] But hopeful signs across the nation are obscured by signs of neglect and by thinly veiled conflict among professional organizations.

Nonetheless, the American public appears to be asking for a new model of an educational delivery system which has brain and heart power, more efficient instruction and administration, and less unintentional by-product of educational pollution. Can we design it? Are we able to develop personnel with competencies for the society that is coming rather than the one that is passing? Such personnel must have much skill in serving as team members within the educational delivery system, making imaginative use of educational media in extending the impact of human resources, and effecting the transition from present practices to those which show greater promise.

Shake Well Before Using

No educational delivery system can be accurately designed without a setting of clear educational purposes. It is a simple thing to say that the purposes of education are confined to traditional textbook learning and then to examine our school personnel needs from that reference point. It is quite a different thing to say that education in the schools must address itself to the education of the emotions as well as to the intellect or that inquiry methods of learning are more conducive to the education toward which we strive than is didactic instruction. In the latter, our perspective is different as we come to look at the potential and the limitations of educational hardware and software and as we develop job descriptions involving various skills ranging from those in educational technology to the intimate relations of individual tutoring.

The idea of differentiated staffing involves much more than finding employment for minority-group men and

women. Nor is it simply a matter of increasing the efficiency of our present patterns of teaching youth. It is, at best, *a vision of educational transformation having a new clarity of educational objectives and a different organization of manpower and womanpower to achieve ends which up until now have been viewed as fanciful and unattainable goals*—objectives which, through schooling, make us into a human community with skills of work and cooperative living.

Thus we are called upon to reexamine what schools are for, and the reassessment is frankly unsettling. Also, reorientation in organizational terms is necessary or the professional teacher is tempted to view the paraprofessional as a threat to *his* own security, to *his* work with children, and to *his* career advancement instead of seeing the aide as a means by which important aims can be realized.

At the preservice teacher education level, our college students need to learn, in student teaching and even before, how to work effectively with professional and paraprofessional personnel so that team effort can come to be viewed as the natural order of things. In this way, role differentiation can evolve without the rigidity of protecting the hypothetical domain of each individual. Yet these same beginning teachers must have also developed self-reliance for work in the more conventional school organization.

Similarly, within the schools, in-service programs for classroom teachers and paraprofessionals must achieve an optimum mixing or shaking up of ideas. No matter how limited the concept of differentiated staffing may be, *it can* function *well* if professionals and teacher auxiliaries have learned how to learn from each other, putting into effect an authentic partnership. But no matter how educationally promising the concept, it cannot succeed *unless and until this spirit of partnership becomes a working reality*. Team members must be brought together in systematic fashion to look ahead at common tasks and to utilize jointly their developing skills and insights in achieving educational objectives. The concept of differentiated staffing can become functional *only* when the total delivery system joins its forces in common purpose—the educational interests of boys and girls.

PART I REFERENCES

[1] John I. Goodlad, M. Frances Klein *et al, Behind the Classroom Door* (Belmont, Calif.: Wadsworth Publishing Co., 1970).

[2] Charles E. Silberman, *Crisis in the Classroom* (New York: Random House, 1970).

[3] *Education, U.S.A.* (March 22, 1971), p. 157.

[4] *Education, U.S.A. Special Report on Differentiated Staffing in Schools* (Washington: National School Public Relations Association, 1970), p. 8.

[5] National Commission on Teacher Education and Professional Standards, *Auxiliary School Personnel* (Washington: National Education Association, 1967), preface.

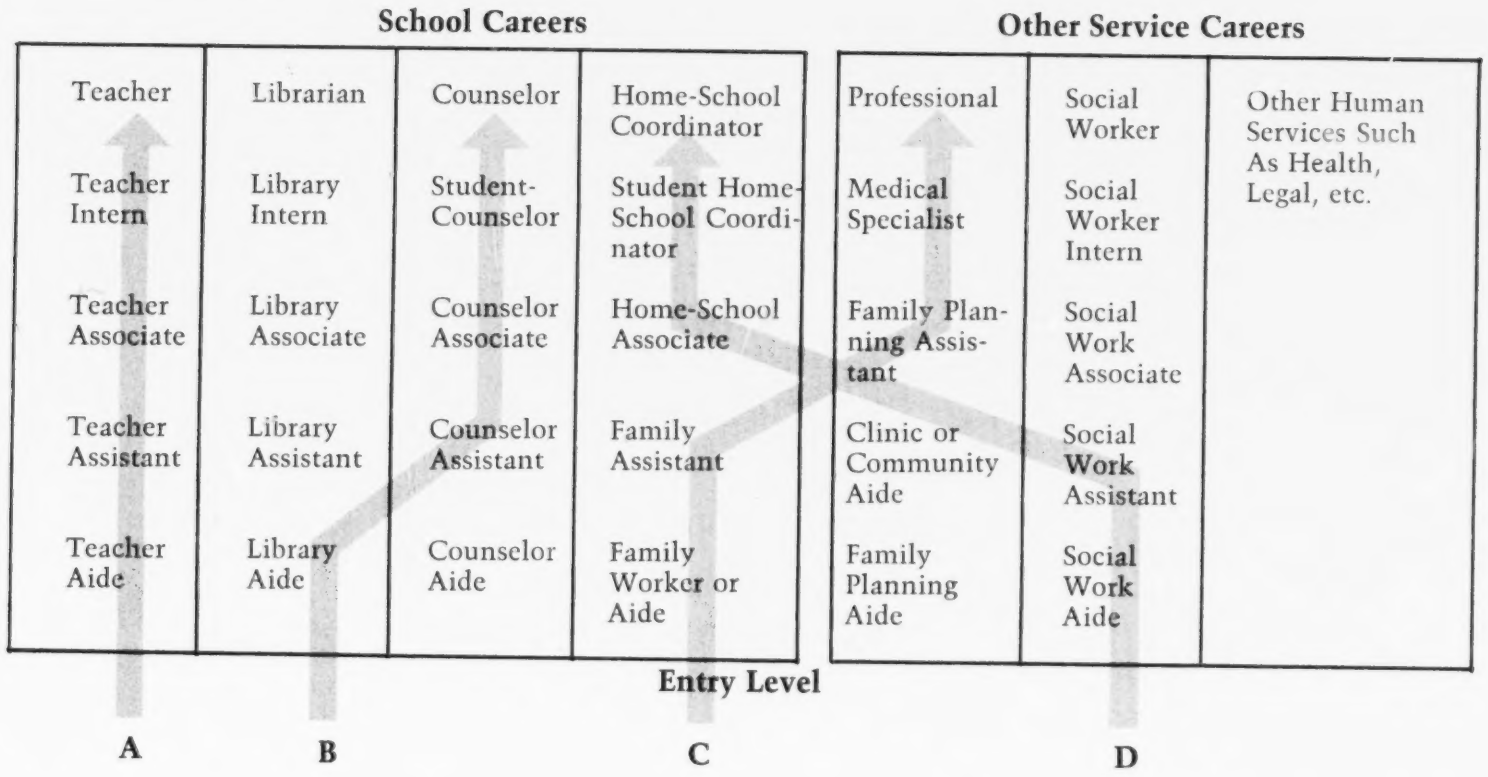
[6] General Electric Company, *The Minority Environment in the Seventies* (New York: Business Environment, 1970), pp. 5 and 7.

[7] Gertrude Noar, *Teacher Aides at Work* (Washington: National Commission on Teacher Education and Professional Standards, 1967), p. 9.

[8] Gene Curriman, "City's Teacher Aides Can Get Degrees," *New York Times* (February 7, 1971). But 20 days later a $40 million cutback forced the United Federation of Teachers and the school administrators to agonize over where reductions were to be made. See February 27, 1971 issue of the *New York Daily News*, p. 3.

[9] There are encouraging exceptions to the rule, such as the Project to Improve College Teaching of the American Association of University Professors and the Association of American Colleges. See Kenneth Ebles's *The Recognition and Evaluation of College Teaching* (Washington: American Association of University Professors, 1970).

[10] *Crises in Teacher Education: A Dynamic Response to AACTE's Future Role* (Washington: American Association of Colleges for Teacher Education, 1971).



A CAREER LATTICE MODEL WITH POSSIBLE OPTIONS

Part II

DIFFERENTIATED STAFFING

The part of the world in which each of us lives is the "real world." However, unless we can extend our perspective over a broader reality, we are apt to have what has been called "tunnel vision." What we see is still real, but it is a distortion of the larger societal realities. The problem prompted the title *Teachers for the Real World*[1] for the NDEA Institute for Advanced Study in Teaching Disadvantaged Youth report published by the American Association of Colleges for Teacher Education. It led Michael Harrington to write *The Other America* after John K. Galbraith's portrayal of *The Affluent Society*. It may also have suggested the title of an article by Deputy Commissioner of Education Don Davies, "Come Out from Under the Ivy," which recently appeared in *American Education*.[2] Each of these efforts was attempting to extend the world of reality for its reading audience.

We tend to be disturbed when venturing beyond familiar surroundings, but venture we must. Davies has observed that we shall not overcome education's inadequacies simply by revising the curriculum, relying upon technology, or increasing the level of funding. We shall do it, he contends, "by taking a hard look at a variety of people who can be trained to augment the teacher's work, leaving him free to teach . . . by more effective staff utilization . . . and by developing cooperative efforts that link the schools with the institutions that train educational personnel." [3]

From the standpoint of differentiated staffing, the "real world" means, in part, what people are actually doing to make the concept work. But the "real world" is also the world of ideas springing from thoughtful persons whose direct experience has brought them to grips with the problems and issues. Finally, the "real world" has to include an analysis of the process itself, of transforming educational organization and decision making, and of reorienting educational outlooks in ways that augur well for new levels of success. The new relationships inherent in differentiated role assignments clearly show that *the level of success in redefinition of functions depends upon the process by which these new functions emerge.* Part II of this paper is addressed to the concept of new roles in the learning-teaching process, some models which give expression to the concept, and a few considerations extracted from a broad base of experiences which are relative to the process of model research and development.

New Roles in the Learning-Teaching Process

The traditional concept of the teacher—one person with a set number of pupils within a self-contained classroom—is gradually being modified by the concept of a teaching team composed of persons of widely differing competencies, training, and life experiences. The team may include not only the teacher as diagnostician, leader, and participant, but also other professionals like curriculum specialists and paraprofessionals. The team might also have volunteers or older students in a youth-teaching-youth program.

In such a setting, the teacher, rather than substitute a management role for his central instructional one, adds

management responsibilities to his instructional functions, mobilizing pertinent resources to meet the learning needs of children and youth. As new forces become operative in the educational enterprise, particularly in an inner-city setting, the concept of one self-sufficient adult in each classroom deserves to be challenged. Community pressure and parental involvement in decision making create a new social milieu for education. The increasing supply and competent performance of paraprofessional workers in school systems throughout the country call for a fresh look at the possible functions for persons who lack full baccalaureate training and teacher certification.[4]

The Bank Street College of Education, in *New Careers and Roles in the American School*,[5] proposes the following stages in career development:

- paraprofessional (unskilled, semiskilled, and skilled),
- preprofessional, and
- teacher.

These functions indicate differentiation of roles and responsibilities up to the level of certification as a teacher. Career development, as a concept, goes far beyond that point, but the levels and the functions at each level as suggested here provide a basis on which the *career ladder cluster concept* can be built into a differentiated staffing pattern.

The Career Ladder Cluster Concept

The career ladder cluster provides a range of related fields —instruction, guidance, library, administration, home-school relations, and education technology—with sequential steps within each ladder and some possibility of transfer from one ladder to another, either within the school system or to another appropriate service such as health or social service beyond the schools. Transfer depends upon manpower needs, but the lattice or ladder cluster—as opposed to the single ladder concept—emphasizes the facilitation of transfer as based on individual aptitudes and interests and changing manpower requirements.

This approach would provide needed assistance to the schools while contributing to the overall improvement of

society through increased training and meaningful work for a large segment of its population. For those who have not completed high school, professional and formal training programs would update whatever previous training these persons might have had. They would normally be encouraged to earn their diploma or its equivalent and then to continue academic work in college on a work-study basis.

Inherent in the career lattice concept is the recognition that educational tasks may be placed upon a continuum extending from simple, routine, and menial tasks to the more subtle ones involving direct contact with students. As persons move from one step to another within the career lattice, there would be a gradual increase in the complexity of the performed functions, the level of required skills, and the extent of delegated responsibilities. There should be a corresponding increase in responsibility and compensation, with appropriate job descriptions for each job sequence. Graduated pay scales should be applicable not only at each rung, but between job description rungs.

The idea of a career lattice embodies two distinct concepts as far as job opportunities and their economic rewards are concerned. The first instance is illustrated by the person who sees the career lattice as a way to become qualified immediately as a paraprofessional and ultimately as a professional in the schools. He is one who takes advantage of additional educational opportunities and in-service training at various levels to increase his abilities and skills. Ultimately he moves up the ladder to full professional status when his college education is completed.

In a second instance, a person might decide to remain at a particular level or rung on the lattice. He is one who does not aspire to a higher career goal except in terms of salary increments and other forms of recognition at a specific level. His decision can be due either to having reached the peak of his own abilities and interests or to considering personal circumstances. In either case, the person will make the choice.

Implications for Recruitment and Admission Policies

Recruitment should be related to the opportunities that exist where the job is located—within the classroom or the

school or elsewhere in the community served by the school. Many paraprofessionals should be recruited from the inner city because those who live in the inner city have experiences and backgrounds uniquely suited for service to the disadvantaged.

One important source would be women with children currently in school or beyond school age and who wish to seek new interests and sources of income. Veterans also should be vigorously recruited—especially in the promised winding-down years of the Vietnam war—to add to the male models in such short supply for children in elementary schools.

These new types of trainees will require a reassessment of admission policies by teacher education institutions. Already some innovative policies have been tried. For example, some institutions now hold credits in escrow until requirements are met, providing in the meantime remedial education. Rigid adherence to current admission policies can defeat the major goals of the program by excluding persons from the communities served by the schools who have significant contributions to make. The situation does not argue for a double standard in collegiate graduation requirements, but it does suggest an examination of the validity of current admission and graduation requirements.

Reassessment of Teacher Education: A Look at Models

Despite the expanding role of the teacher and the emerging role of the paraprofessional schoolworker, the traditional concept of the teacher as the only adult in a self-contained classroom still pervades not only coursework but student placement in many teacher education institutions. This image of the teacher also pervades much of the literature and often the school itself, as a social structure. We do not repudiate the values that can evolve from the self-contained classroom, but we regard them as being of questionable sufficiency to warrant their unmodified continuance.

The schools, the junior and senior colleges, and the universities all have a part to play in developing and implementing the differentiated staffing concept. Before we look at the process of staff development, however, it will be helpful to look at some concrete examples or models of the idea.

MODEL I Recruitment and Preparation of Inner-City Prospective Teachers from the Inner-City Community

The basic premise for this model is that primary recruitment of teachers for inner-city school systems should come from the central city—that is, from the inside out rather than from the outside in. One of the difficulties experienced today among core-city school systems arises from the fact that not enough candidates from the central city go to local universities and *then return to the city to work.* It is difficult —though not impossible—to recruit from the outside ring of suburbia to the core city. Extra incentive plans, including the Teacher Corps, are having some effect, but they are in no way commensurate with the demand. We must avoid pinning our hopes on such recruitment as the most productive approach.

While the concept developed here is recruitment from the inner city for professional work in the inner-city setting, we must recognize that some students will not return there to work, but will go to suburbia. At least another avenue "out" is provided by this model. Indeed, it would be a boon for all schools—city and suburban—if their teachers came from a variety of socioeconomic origins.

Traditionally, education has recruited from the middle and lower-middle portions of societies which previously existed in rural America. However, much of rural America has now moved to suburbia—from a lower- to a higher-income group. At the same time, much of the inner-city middle- and upper-class portions of society were moving outward. Therefore, the largest portion of middle- and lower-income groups, from which educators have traditionally been recruited, now exist within the core city. This has economic, educational, and ethnic implications different from the early beginnings of teacher education. It places the base of the teacher recruitment ladder at the center of the city rather than on the outside.

In early American education, the ladder was placed very close to the source of supply. Training schools were placed

in individual schools where many elementary pupils were taught by student teachers, as were those in the high school —often in the same buildings. Later, the early training schools were replaced by various centers of teacher education. Perhaps we need a kind of modernized reincarnation of the early training school idea so that the first rung of the teacher education ladder is placed in the inner city at selected school centers. Existing junior colleges, technical institutes, and branch companies demonstrate such a modern thrust for many forms of technical assistants—except for education.

Within a given urban setting, a number of universities might bring teacher education to the central city, even providing dormitory and laboratory facilities close to, if not in each such university center. Thus, the first rung of higher education and teacher education would be accessible to the student needing to take advantage of it and the program would be located within the school system benefiting from the process.

The model places the ladder in a new setting that would begin with teacher-assistant education in a variety of forms in the junior and senior years of the high school. The teacher education rungs would then continue in the junior college through the thirteenth and fourteenth years and on to the college and university baccalaureate and graduate levels. Each rung up to the baccalaureate level would represent a distinctive culmination of an educational program to meet the variety of teacher assistant needs.

Each step on the career ladder would lead to a higher step which could provide one-year, two-year, three-year, and baccalaureate programs. Each step could be terminal or continuous, depending upon the interests and the performance of the individuals affected.

Concurrently, a variety of work-and-learn programs would be devised at the high school level. Such programs would follow the office and distributive education cooperative plan; at the higher education level they would parallel the co-op engineering plans.

MODEL II A Variation of the Conventional Pattern of Career Opportunities Program

A second type of program might apply to a group of citizens who are all indigenous to the community and are from the ranks of those not normally expected to work in an education-oriented situation.

This group might include:

1. High school students with educational potential who are designated as possible dropouts;
2. Dropouts who are potentially able but unlikely to go back to school under the usual motivating devices; and
3. Adults in the community who are not currently employed or who are underemployed with reference to their career potential.

They should have such characteristics as a high frustration tolerance level, absence of any indication of hostility to children, ability and willingness to assume responsibility, and ability to learn and function in a social situation.

In this situation the career lattice would allow lateral access to similar levels of positions in other human service agencies which include: casework aides in juvenile court, service workers in mental health clinics, instructors in child-care centers, neighborhood workers in public or private social agencies, aides in recreation or social agencies, and relocation assistants in an urban renewal agency. In this respect, this category is already reflected in the Career Opportunities Programs.

In addition to these parallel positions outside the school, aides not previously discussed could be utilized as liaison personnel between the school and the community. Examples would be aides who work with the teacher and parents whose children are experiencing problems of academic or behavioral difficulty in school. With training, these aides can gain an understanding of the goals and problems of the school and of techniques for working with people. Coupled with their understanding of the community and its people, they would provide a beneficial link between school and community.

The program would consist of part-time work up to the extent the person is able to devote to the task. For housewives, it might be four to six hours a day. For students it might be integrated into a diversified occupation or work-experience program, in which case it would probably be a half-day program.

Following an orientation program, an in-service program would continue throughout one's career. This would be accomplished within the various human services agencies, including the school and the junior college. Personnel in the program would serve in several corresponding positions in various agencies. A person might serve as a community health service worker for six months. These experiences could be followed by a semester in a school as one of the aides already described in some other model or as a liaison person between school and community.

Such a lateral transfer upon a career lattice at the outset would not restrict the school's use of people to school aide positions; aides could be recruited for other human service agencies. Also, by providing several types of experiences for these people, their chances are increased of finding a career area which more nearly satisfies their likes and talents. Thirdly, the value of such a person who eventually chooses a career vocation within the school is obvious because of the experience and understanding he brings from having served in other social agencies.

The possibility of vertical mobility on the career lattice within the teaching profession or one of the other human service agencies would be similar to that described in other models.

MODEL III A Focus on Defining Role Categories and Job Performance Training

The Bank Street College of Education model has these possible stages in the career ladder together with the training suggested for each level:

I. AIDE such as	*Illustrative Functions*
General School Aide	Clerical, monitorial, custodial duties

Lunchroom Aide	Food preparation and serving, monitorial duties
Teacher Aide	Assistance to classroom teacher as needed
Family Worker or Aide	Appointments, escorting, and related duties
Counselor Aide	Clerical, receptionist, and related duties
Library Aide	Cataloger and distributor of books

2. ASSISTANT such as

Teacher Assistant	Duties include more relationship to instructional process
Family Assistant	Visitor to homes and organizer of parents' meetings
Counselor Assistant	Duties include more work with records and listening to children sent from class to counselor's office because they were disrupting class
Library Assistant	Duties include more work with pupils in selecting books and reading to them

3. ASSOCIATE such as

Teacher Associate
Home-School Associate
Counselor Associate
Library Associate
Social Work Associate

More responsibility with less supervision by the professional

4. TEACHER-INTERN such as

Student Teacher
Student Home-School Coordinator
Student Counselor

Duties very similar to those of associate but with more involvement in diagnosis and planning

5. TEACHER

An auxiliary should be able to enter at any stage in the career ladder, depending upon his previous training and experience; he can elect to stop training at the level he selects as most comfortable. Upward mobility should be possible but not compulsory. The auxiliary's work should be treated with respect at each stage. Group and individual counseling should be available throughout both preservice and in-service training.

MODEL IV A Working Model That Works

In the Racine, Wisc. school system, the career lattice for nonprofessional instruction personnel, with its companion salary schedule, was developed by a special committee appointed by the Board of Education.

This committee included the temporary coordinators of the Career Opportunities Program, a member of the Racine Educational Association Conference Committee, that organization's executive secretary, a member of the Board of Education, the director of the Follow Through program, and the assistant superintendent in charge of personnel. The committee developed a career lattice that would be applicable to the Unified School District and not limited to the Career Opportunities Program. The committee also evolved a salary schedule to synchronize with this career lattice, applicable to all auxiliary aides in the district.

These qualifications and role descriptions for Unified District personnel below the level of certified teacher were developed by the committee:

Level One: Novice Instructional Aide
Level Two: Instructional Aide
Level Three: Advanced Instructional Aide
Level Four: Assistant Teacher
Level Five: Associate Teacher

Instructional Aides work at all times under the direct monitoring supervision of the classroom teacher. *Assistant teachers* would be encouraged to contribute and develop instructional ideas of their own with the cooperation of the

classroom teacher. *Associate teachers* may take direct instructional responsibilities for a total class under the periodic supervision of a certified teacher. Descriptions for each level follow:

Level I: Novice Instructional Aide

Qualifications:

1. No formal education requirement
2. An established interest in children and a desire to pursue a possible career in education
3. Good mental and physical health

Role Description:

1. Housekeeping tasks, including the taking of attendance and maintaining permanent attendance records, collecting and accounting for money, setting up materials for classes such as art, cleaning up after classes, and assisting young children in putting on and removing of outdoor garments where desirable
2. Playground and lunch supervision and monitoring field trips under the teacher's direction
3. Under the direct supervision of the teacher, novice works with individual students and/or small groups not to exceed four in number in areas designated by the teacher

Level II: Instructional Aide

Qualifications:

1. Qualifications same as for the Novice Instructional Aide
2. One semester's experience needed as Novice Instructional Aide

Role Description:

1. All of the duties given in Level I
2. Routine clerical duties, including correction of student material and entering of records
3. Preparing forms and sample teaching aids needed by the professional staff
4. Working with individual students and small groups numbering up to eight

5. Operating machines and devices pertaining to various media under the teacher's direct supervision

Level III: Advanced Instructional Aide

Qualifications:

1. One-half year's experience as an Instructional Aide, Level I or II
2. High school diploma or equivalency
3. Thirty semester hours of college credit or equivalent in in-service hours at the rate of 16 hours equaling one semester hour of credit. In any case, 10 semester hours of college credit required in addition to noncollegiate in-service work

Role Description:

1. All of the duties listed above for Levels I and II apply to the Level III aide
2. Limited parental contact under teacher's direct supervision
3. Limited planning responsibilities such as suggestions or changes in preparing materials and suggestions for seating arrangements in testing or for special activities
4. Making up instructional activities for groups of up to 16 children

Level IV: Assistant Teacher

Qualifications:

1. Sixty semester hours of college credit, of which a minimum of 10 must be professional education courses
2. Minimum of one school year's experience as an instructional aide
3. Satisfactory performance as an instructional aide, as determined by principal's and cooperating teacher's ratings

Role Description:

1. Takes responsibility for specific content areas or units of instruction developed and identified by the teacher or other professional staff member; writes own lesson plans
2. Performs instructional tasks with groups of children up to full-class size in the presence of the teacher

3. May administer, score, and record the data from objective tests such as standardized IQ and achievement tests
4. May confer with parents in the presence of or at the direction of the teacher

Level V: Associate Teacher

Qualifications:

1. Ninety semester hours of college credit, with a minimum of 15 in education courses
2. Minimum of two years' experience as an instructional aide and/or assistant teacher
3. Commitment to pursue professional training in the educational field
4. Favorable rating by previous teachers and supervisors

Role Description:

1. Assuming direct instructional responsibility for a total class or unit under a certified teacher's periodic supervision
2. Identifying, developing, and using original instructional designs and procedures; organizing classroom; and writing daily and weekly lesson plans
3. Assuming greater responsibility in areas like keeping pupils' records, preparing and administering tests, and arranging field trips, home visits, and parents' conferences
4. Noting and suggesting referral services for children; working with nurse and social worker
5. Showing professional growth by attending and participating in staff, community, and association meetings

It should be noted that there are no education requirements until the third level of Advanced Instructional Aide, at which point a high school diploma or equivalency is required along with the equivalency of one year of college work. This enables Career Opportunities Program participants to enter the lattice without a high school diploma or equivalency.

Other operating models are:

- Berkeley Unified School District in Berkeley, Calif.;
- Detroit Public Schools in Detroit, Mich.;
- Duval County School District in Jacksonville, Fla.;
- Jackson Public Schools in Jackson, Mich.;
- Minneapolis Public Schools' Special School District #1 in Minneapolis, Minn.;
- St. Scholastica College and Duluth, Minn. Schools; and
- Temple City Unified School District in Temple City, Calif.

For reference to other models and sources, see the *Education, U.S.A.* publication *Differentiated Staffing in Schools.*[6]

The Process of Developing and Implementing Models

A variety of forces can facilitate the development of a local model to be used by a community and its participating institutions. The most obvious of these is funding, a necessary but not a sufficient condition for success. Overfunding can, in fact, be as much of an obstacle to authentic progress as underfunding by spoiling the process of program evolvement and introducing spurious motivation elements.

1. Real solutions are more likely to evolve than facile or grandiose ones if funding is lean but adequate.
2. Once outside funding stops, the program can often be carried on with funding through regular channels—if its value has been demonstrated.
3. Lean budget programs lend themselves to duplication in other situations operating within the usual bounds of budgeting.

Two crucial factors unrelated to funding and often overlooked are that:

1. The developers of concepts should be in on the doing in order to make the model work. To have one group of model workers and a separate group of model implementers is not realistic.
2. The persons to become participants should be in on the project planning from its inception, not for reasons

of meeting perfunctory federal requirements but because it makes good sense.

Personnel who work in programs like those we have been describing should possess the relevant proficiencies of teacher education and a real understanding of inner-city problems. They should be available to both the teacher education institution and the inner-city school system.

Creating an awareness of the need is another condition in developing one's model. Faculty members who will be involved in the program need to develop a first-hand awareness of inner-city problems early in the program. The awareness will provide an accurate perception of the situation, develop a commitment to solving real rather than imagined problems, and offer a personal stake in the genuine success of the program beyond its period of funding.

All of the community—not just the sector directly profiting from it—should be involved in the development of the program. In working with the community it is important that one receives an accurate expression of its thought and sentiment. People should be selected from the community who can express representative thoughts and feelings and whose chief concerns are more about the quality of living and learning in the schools than about the focus of power in budget making and program logistics.

Another important condition is that of involvement between the institution's teacher education faculty and the personnel of the inner-city schools. College personnel should be involved in the development of the program for that particular institution, from the beginning to full implementation. The involvement need not be widespread in terms of numbers of faculty; however, it should capitalize on the related disciplines. The sociogram of relationships in professional commitment—the informal organization—is far more important than the formal table of organization in such involvement.

College faculty should be intimately associated with the inner-city schools to assure a first-hand knowledge of the school, its students, faculty, community (including the non-school educational and social dimensions), and problems. Of equal importance is how each of these groups perceives

the problems. Inner-city school personnel should be similarly involved with college personnel in the total program of the preparation of teachers for the inner city, on-campus as well as within the ghetto.

Another outcome of the type of relationship between community, school, and teacher education institution personnel is the opportunity for a serious look at the curriculum of the inner-city school—an opportunity heretofore unprovided. If personnel from these related agencies were to cooperate on a probing study of the relevance of the curriculum for its pupils, important changes in what is being taught in the schools would most likely result.

Personnel on college and inner-city school staffs should be utilized to offer the best return for the effort expended in preparing inner-city school teachers. To do this, we need to reassess a number of roles as we now know them.

For example, the supervision of student teachers and the teaching of methods classes invite review. Without doubt, the basic progression of preservice education and the coupling of bookish and practical learning merit careful study. While espousing innovation for the schools, teacher education institutions continue student teaching programs on a single-assignment basis, in perpetuation of the self-contained classroom concept, rather than involving the classroom teachers in a teacher trainer role linking a learner team with a teacher education delivery system.

Rarely, if ever, will the several conditions mentioned above prevail in full measure. In the early development of a model, then, we must assess the existing situation, try to fill in the gaps, and develop a program of obtaining and sharing pertinent information. In order to cover this ground, we should search out the most salient questions to be studied. Then the real problems can be identified instead of just skirted, and strategies can follow.

If possible, the program should begin with a minimum of outside funding—possibly a planning grant or "shoestring" pilot program. In this way, the planners will be more likely to reach their own goals rather than those of the funding agency. After the initial stages, increasing funds should be sought to get the program operating at a level which can

offer substantial progress and lead to a long-range assurance of basic support at the local level, with strategic use of state and federal support as available.

The program can begin as an open-minded pilot project to provide the necessary flexibility; some long-range planning should also parallel the pilot effort. Eventually the program can expand to a full-scale modified project based solidly on the pilot experience.

It is amazing how much can be accomplished when no one is obsessed with thought of who gets the credit, and where the focus of real concern is upon children and youth rather than on adult employment, grantsmanship, academic standards, institutional image, and personal career advancement. When children become used for these ends rather than remaining central in educational planning, we are apt to be building within a system of parasitic relationships under the guise of providing education for children.

PART II REFERENCES

[1] B. Othanel Smith and Others, *Teachers for the Real World* (Washington: American Association of Colleges for Teacher Education, 1969).

[2] Don Davies, "Come Out from Under the Ivy." *American Education* (March, 1970).

[3] *Ibid.* From Reprint OE-58040, p. 3.

[4] The number of paraprofessional workers in E.S.E.A. Head Start and Follow Through Programs in 1968-69 was estimated to be 200,000. The number of paraprofessionals outside those programs is difficult to estimate. In 1970-71 the numbers were increasing. In 1972 they are apt to decrease or to stabilize at current levels.

[5] G. Bowman and Gordon J. Klopf, *New Careers and Roles in the American School* (New York: Bank Street College of Education, 1968).

[6] *Education U.S.A., Differentiated Staffing in Schools, op. cit.* Also, see Lloyd K. Bishop, "Comprehensive Staff Differentiation," *New York University Education Quarterly* (Spring, 1971), II:3, pp. 16-23.

Part III

AOTE: STANCE AND ROLE

We are working in the field of teacher education at a time of unparalleled stress within the several echelons of education in the public and private sectors. The social forces impinging upon the educational establishment are having almost an uprooting effect.

The prospect for differentiated staffing in the public schools varies a good deal from one place to another, depending upon where one chooses to look. The director of the Temple City Project has shifted his leadership role to the Mesa, Ariz. schools where the program has been described as that of a lotus flower in the educational desert. Meanwhile the Ford Foundation-sponsored study of the Temple City project reports that the project's differentiated staffing pattern has provided a better education and an improved professional climate for teachers and administrators.[1] There, as in the statewide pilot efforts in four counties of the state of Florida, every effort is being made to focus upon the educational delivery system from the standpoint of benefiting the

pupils rather than from the standpoint simply of developing a new structural pattern for a teaching hierarchy.

Yet, if we go back to the pioneering efforts of the Bay City Public Schools in Michigan, we find that the Teacher Aide Program is about to end. That program, begun in 1953, had the financial support of the Fund for the Advancement of Education and was co-sponsored by Central Michigan University and the Bay City Board of Education. As recently as 1968 the program appeared to be an integral part of a continuing educational system. An assessment of that program by Assistant Superintendent Mark E. Bascom, after 15 years of operation, contains the expression of regret by the Bay City staff that some of the reports about the experiment have been of a "semi-sensational" nature. Bascom observes that some have looked upon the Teacher Aide Program as a "panacea for all ills and problems in education while others have seen fit to condemn the experiment without proper observation or study." At the time of the report the staff seemed to feel that neither the "over-zealous claims or severe criticisms" gave a fair picture of the experimental project.[2] This same observation can be made of a host of highly touted innovations that do not stand the test of time. As one school superintendent observed, "If an innovation is really flashy, it's apt to be phoney as well." Whether or not that is true, it does place a caution before the schools and universities of America *to distinguish between those innovations which have authentic promise as against those which have only the Rube Goldberg characteristic of simply being bizarre and of making outsized promises.* In the 1970-71 academic year, the Bay City Public Schools were employing 52 teacher aides. In negotiation with the teacher organization of that school system there has been a continuing effort to maintain a low teacher-pupil ratio while continuing to make teacher aides available.

From Mesa, Ariz. to Bay City, Mich. is a long way. Every school system in America which is now employing some variation of the differentiated staff concept will be forced to make difficult decisions within the coming months and years. It is completely natural that all organized agencies will be pressing for their respective advantage under one or

more noble banners, whether the banner of economy or of professionality or of educational progress or the rights of the ghetto dweller or of educational innovation itself. So the schools—hemmed in by vested-interest groups within the political establishment, imagemakers of the mass media units, and negotiating organizations themselves—will find the task exceedingly difficult to be guided in policymaking principally by the educational needs of children and youth. Yet it would be a sad commentary, indeed, if children and youth became the pawns of a power game within the educational establishment by self-serving adult groups. This is a serious AOTE concern.

Within the university we cannot yet be sure of the direction that will be taken in curriculum change. The higher education community has been torn and scarred by a variety of events in recent years which have pointed up the question of how the university will accommodate itself to changes in society and whether it will be truly responsive to the needs of society. It remains open whether the university will apply patches here and there to its curriculum and system of governance to give the superficial appearance of transformation while retaining its character of sluggish tradition or whether it will go to the roots of its sickness.

The precarious positions of schools and universities in these times is by no means a simple result of neglect or indifference on the part of faculty, administrators, and boards of control. The broader issues of war and peace, affluence and indigence, a polluted physical environment and obstacles in the way of life, and liberty and the pursuit of happiness engulf Americans, and we cannot hold the educational agencies totally responsible for society's ills. Yet the schools and universities must assume their fair share of responsibility. It is at this point that the national organizations which have a publicly acknowledged responsibility for the improvement of the performance of teachers in schools and universities become so prominent in a responsible leadership role. Each of the organizations of the Associated Organizations for Teacher Education can exercise national influence in support of promising explorations of new patterns of educational programs. Some first steps have already been taken.

The National Academy for School Executives of the American Association of School Administrators, for example, recognized the importance of this area of development and scheduled a major national program in May 1971 to deal with "Differentiated Staffing: Strategies and Opinions." In a sense, this association is serving as a well-informed clearinghouse for the analysis of the prospects of school reorganization and the education of personnel in this area. A similar focus of interest has been shown by the American Home Economics Association, which held a national invitational conference in this area during that same month to launch an action program in its field. This same general theme might very appropriately be explored by several other of the constituent AOTE organizations because it pretains to the special dimension of interest in teacher education of the several organizations.

A second way in which the organizations can be of particular value in their national leadership roles is to explore the pilot and implementation efforts of differentiated staffing as this has pertained to their own area of special interest. For example, the Association of Teacher Educators might appropriately give immediate attention to the implications of differentiated staffing for the traditional and modern concepts of student teaching experiences.

The longest leap of all for the national teacher education organizations is that of grassroots learning about what is actually going on at the classroom level and finding ways to translate national goals and strategies into operating procedures at the local level. There are some implications along this line from the recent publication by John Goodlad and others under the title *Behind the Classroom Door*.[3] As the Goodlad team deals with the question of the reconstruction of schooling, its members observe that future teachers are prepared to "adjust to and survive in" schools inadequate to present-day demands. The authors suggest that future teachers be prepared as "team members" in school centers which have as their aim the reconstruction of schooling. Yet we all recognize that in most schools the norm is that of stability rather than of change, and that many administrators do not question or challenge it sufficiently.

Most of all, the national organizations should give every possible encouragement to the exploration of promising ideas for the improvement of schooling and of the education of teachers. At the same time, to refer again to the observation of Bascom of the Bay City Schools, the organizations do a disservice to the profession and to the improvement of schooling by uncritical endorsement of innovations in educational organization or curriculum. As an association of organizations for teacher education, AOTE views its responsibility—in the present instance and other comparable circumstances—to point to the promise of those educational changes which have a good deal of potential intrinsic merit and to caution against dealing with any conceptual model of educational organization as a patent medicine that at last will bring the long postponed cure for educational arthritis, rheumatism, and psychosomatic asthma. The junior high schools did not prove to be the great solution of transition during the booming period of 1910 to 1930. The middle schools have not achieved this phenomenon in the 1960's, but they have made some inroads into major educational problems. The issues of the voucher system, behavioral goals, and performance accountability bear a striking resemblance to the surge of optimism in the 1940's under the term competence-oriented criteria. Effective education bears a striking resemblance to the child-study movements initiated by Dr. Daniel Prescott as he published a book called *Emotion and the Educative Process* more than a generation ago. We must not buy slogans or faddish innovations, but we must not dismiss new prospects for progress simply because change is uncomfortable. There are hopeful signs of promising change through cooperative action. The state of Washington provides one good example. The state of Ohio, with its forward looking recent publication, *Teacher Education in Ohio*, promises to be another.[4]

It is the responsibility of AOTE and of its constituent organizations to demonstrate a high level of educational statesmanship in the analysis of promising movements in the field of education for children, youths, and adults. It is the position of AOTE that the concept of differentiated staffing deserves careful study in every major aspect of teacher

education—at local, state, and national levels. If this concept is believed in and supported only in the measure of federal support for these activities, then it becomes a house upon sand. If the efforts at exploration are initiated through a shared concern for better educational opportunities within a school system or a state program, then the roots of such efforts will run deep and the prospect for success will be augmented by external support from the federal government. To enter into such cooperative efforts through Career Opportunities Programs or through special differentiated staffing grants without a depth of commitment to pursue the matter to its educationally valid conclusion is not only a betrayal of trust but a shortsighted policy, even with reference to the self-interest of the participating educational units.

The stance of AOTE is clear: without repudiating the values inherent in conventional school organization, it strongly urges the exploration of the educational values to be derived from variations of the differentiated staffing concept. The accent must not be placed upon familiar nomenclature or fanciful paradigms. It must not even be placed upon job opportunity for the unemployed. *The accent must be placed centrally upon the quality of educational experiences for boys and girls.* In so doing, it should be used as a means of recognizing student diversity in educational needs and learning styles, not as regimentation in learning through a new instructional arrangement.

The role of AOTE, within the limits of its resources, is to serve as a facilitator and coordinator of effort among its constituent organizations which express interest in an action program in this area of the educational delivery system. *This AOTE report is an invitation to study and action for its constituent membership.* Its subsequent role in this field, true to its basic mission, will be contingent upon the organizational response to this invitation.

PART III REFERENCES

[1] *Education, U.S.A.* (March 15, 1971), p. 153. While the objectivity of this report may be open to question and while it is not an "inner-city" model, when a superintendent reports that his teachers "respond and blossom" under a differentiated staffing pattern, the program is worth careful study.

[2] Mark E. Bascom, *The Teacher Aide Program after Fifteen Years* (Bay City, Mich.: Bay City Public Schools, 1968), unpublished, p. 4.

[3] John I. Goodlad, M. Frances Klein *et al, Behind the Classroom Door* (Belmont, Calif.: Wadsworth Publishing Company, 1970).

[4] Educational Research Council of America, *Teacher Education in Ohio* (Columbus: State Department of Public Instruction, 1971).